

## **HEMI-SYNC® AND AUTISTIC CHILDREN**

*by Nora Rosen and Berenice Luque*

*Nora Rosen is a Monroe Institute professional member and an OUTREACH Trainer in Argentina. She collaborated with Berenice Luque, a mental health specialist in the city of Rosario, to incorporate the Hemi-Sync technology into the treatment programs of a group of autistic and developmentally challenged children under Berenice's care. The case studies below represent some early results from that initiative, reported a few months after it began.*

*Berenice Luque is a speech and development therapist who works with children, adolescents, and adults who have communication and speech disorders, among other dysfunctions. During therapy sessions Berenice uses Hemi-Sync® recordings played over speakers in the consulting area while she is working with the patients on various activities. Her patients do not have access to Hemi-Sync while at their special schools. Their only exposure is during forty-five- minute therapy sessions with Berenice, which usually occur twice a week, and in their home environments.*

[A longer version of this article appears in *Focusing the Whole Brain*, edited by Ronald Russell.]

### **Case Report 1:**

Ezequiel is twelve years old and has been diagnosed with generalized development disorder. Therapy began in June 1999 and Hemi-Sync was integrated in May 2002. Ezequiel is a flexible child, well-disposed to learning and to direction from his therapist. He is happy and docile. His language skills are limited to single words and simple statements, accompanied by basic gestures, and he has a contextual comprehension level. He attends a special school where he has shown notable advances in the course of his therapy.

*Remembrance* was used for mental focus and concentration. Ezequiel listened for twenty minutes each morning before going to school and for one hour in the afternoon while doing homework. After Hemi-Sync exposure, Ezequiel's parents commented: "During the first twenty days, and lasting for a few seconds as the tape began to play, he would become nervous, but after that he would calm down as if he'd been sedated and from that moment would be more committed to his homework. After the first twenty days he no longer became nervous at the sound of the tape. He now concentrates more on whatever he is doing and demonstrates curiosity, asking questions about things that previously did not interest him. He is always ready to learn, tries to read schoolroom charts and posters, forms short words using letter cards, and

can remember his grandfather's telephone number. He likes to sing or dance when he hears the music."

The teachers at the special school concur in their observations that Ezequiel concentrates more on what he is doing and is more connected to the other students and to his teachers. As of August 2002, due to the advances he has made, he was promoted two levels and has begun attending class for full days instead of half days. While listening to the Hemi-Sync, Ezequiel makes more eye contact, is more attentive and motivated, remembers more of what has been learned, pronounces difficult words in syllables, reads single words with less help, and solves jigsaw puzzles, which he was unable to do before.

### **Case Report 2:**

Jesica is ten years old and diagnosed with generalized development disorder with autistic traits. Therapy began in March 2002 and Hemi-Sync was added in May 2002. Jessica is a young girl with generalized motor-skill complications. She drools, and when she is angry will throw things and scream. If she doesn't like something she throws it on the floor and steps on it. The most serious problems in school were always related to her defiant conduct, hyperactivity, and lack of attention and motivation to learn. Her language skills consisted of a few single words, gestures, and sounds. Her comprehension level is contextual. She attends a special school.

*Remembrance* was used in the morning and afternoon. According to her mother: "When she heard the tape for the first time she began running all around the house, shouting joyously. In the afternoon she did the same thing but then settled down and sat more quietly. The following day she listened quietly, while cutting paper and drawing. Then that afternoon when we put the tape on she began to cry and turned it off. The next afternoon the same thing occurred—she cried and turned it off. The next week Jessica was enthusiastic and turned it on by herself, playing and running around, making noises as if she was trying to say something, and moving her arms up and down. Many afternoons when she listens, she falls asleep. After ten days she became very familiar with the music, and didn't have tantrums. At school she helps the teachers, no longer throws herself on the floor, and seems more interested in doing things. She eats her school lunch without incident. She allowed a cap to be put on her head while watching a football game; before she wouldn't allow anything to be placed on her head."

During the Hemi-Sync sessions, Jessica is more attentive, remains seated, pays attention to games, understands instructions better, and accepts interventions in her activities. She tries to imitate words by watching the speaker's mouth, and says single words with better articulation. Her manual coordination has also improved.

A home for young people and adults with a variety of disabilities is employing *Einstein's Dream* in work areas, and *Remembrance* during the meal hour. Results from this experiment have not yet been analyzed.

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